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ABSTRACT

In 1984-1985, the second year of a three-year funding cycle, Project CHAMP provided instruction to 600 primarily Chinese-speaking students of limited English proficiency (LEP) in grades 9-12 at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools in New York, New York. Seward Park was the primary site of the project and most program staff were based there. Approximately 70 percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong, Taiwan, Thailand, Vietnam, and Korea. The program contained two instructional components. The goals of the basic component are to provide instruction in English as a Second Language (ESL), native language arts, science, mathematics, computer mathematics, and social studies. An intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in the native languages and who lacked basic academic skills. Seward Park's staff worked well together with continuing support from the project director and school administration. However, the site experienced problems with overage students and overcrowded conditions, and had difficulty in recruiting math and science teachers. The program provided funds for curriculum materials development, staff development, and parent participation activities. Academic objectives were met in ESL, native language reading, content-area courses, and attendance. (KH)

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PROJECT CHAMP

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2135

PROJECT CHAMP

1984-1985

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A SUMMARY OF THE REPORT

This multi-site program, in its second year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to content-area instruction in mathematics, science, and social studies, to 600 primarily Chinese-speaking students of limited English proficiency (LEP) in grades nine through twelve at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools. Seward Park High School was the primary site of the project and most program staff were based there. Approximately 70 percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong, Taiwan, Thailand, Vietnam, and Korea. Seventy-two percent of Project CHAMP students spoke Cantonese; 17 percent spoke Mandarin; and the remaining nine percent were speakers of Vietnamese, Korean, and other Asian languages. Most program participants were recent immigrants, some of whom were functionally illiterate in their native languages and lacked the basic study skills necessary to succeed in any academic program.

The program contained two instructional components. The goals of the basic component are to provide instruction in E.S.L., native language arts, science, mathematics, computer mathematics, and social studies. Content-area classes were taught in English and in Mandarin or Cantonese, depending on the student's native language. The intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in their native languages and who lacked basic academic skills. The major instructional objectives of this component were:

--to develop the students' ability to read and write fluently and effectively in their native language;

--to master the basic elements of reading, writing, and speaking in English;

--to develop the students' study skills and habits as a foundation for future academic work;

--to foster in students an understanding of American classroom procedures and teacher expectation in order to ease their entry into the American classroom environment.

Seward Park's staff worked well together with continuing support from the project director and school administration. However, the site experienced problems with overage students and overcrowded conditions, and had difficulty in recruiting bilingual math and science teachers.

Title VII funds were used for administrative and support services staff. Curriculum materials were developed in mathematics, biology, and global history, and bilingual handbooks were prepared which provided career guidance and general school information. Development activities for staff members consisted of department and faculty meetings, in-service courses and workshops, and attendance at university courses and conferences on bilingual education. Parents of participating students were involved through parent-teacher conferences, meetings with the Chinese bilingual guidance counselor and grade advisor, written and telephone notification of events and student progress, and attendance at a weekly parents' E.S.L. workshop. Although not a specific program objective, supportive services to program students included personal, academic, and career advisement, referrals to outside agencies, and contact with parents when problems arose.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST] and teacher-made examinations); growth in the mastery of the native language (teacher-made examinations); mathematics, science, global history, and computer mathematics (teacher-made tests); and attendance (school and program records). Objectives for the intensive literacy component were assessed through teacher-made tests in basic literacy skills, social studies, and mathematics. Analysis of student achievement data indicates that:

--Overall, students met the program objective for development of English language skills.

--Overall passing rates for native language arts students at Seward Park and Washington Irving exceeded the program criterion of 75 percent passing in both semesters, with 88 percent passing in the fall and 82 percent in the spring.

--Overall, the program objective in content-area subjects was met by students in mathematics, science, and global history in both semesters.

--Overall, of the students enrolled in computer math courses, 76 percent passed in the fall and 77 percent passed in the spring, meeting the proposed objective.

--Students participating in the intensive literacy component surpassed the program objective in basic English literacy skills, but did not meet proposed objectives in math and social studies.

--Students met the proposed attendance objective with approximately 96 percent of the students maintaining an attendance rate above 90 percent.

The following recommendations are aimed at improving the effectiveness of the program at each site:

--Understandably, the program is putting its major efforts where students are concentrated (at Seward Park); however, the program should explore ways of providing more services to the satellite schools.

--Program administrators should continue to seek additional funding to provide quality education for illiterate new arrivals, and for students approaching the age of 21, and to be able to serve an additional 300 other LEP students currently not participating in the program due to limitations set by federal funding.

--At Seward Park, the program should continue its efforts to develop community ties, to provide workshops for the monolingual personnel at the school, Chinese language instruction for interested persons, and E.S.L. for parents. Development of content-area curriculum materials in Chinese should also be continued.

--The program administration and teaching staff might devote a meeting or workshop for teachers at Washington Irving High School to help devise methods to encourage more student participation in classes, given the observed Chinese pattern of limited student responses at this school.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera, has interpreted findings and integrated material into reports and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CHAMP
Chinese Achievement and Mastery Program

Central Location:	Seward Park High School 350 Grand Street New York, New York 10002
Participating Sites:	Washington Irving High School 40 Irving Place New York, New York 10003 Martin Luther King Jr. High School 122 Amsterdam Avenue New York, New York 10023
Year of Operation:	1984-85, second year of three-year funding cycle
Target Language:	Chinese
Number of Students:	600
Project Director:	Ms. Katherine Sid

I. DESCRIPTION

OVERVIEW

The Chinese Achievement and Mastery Program, Project CHAMP, is a bilingual program (Chinese/English) whose major goals are to enable Chinese students of limited English proficiency (LEP) to learn English, and to master content in mathematics, science, global history, computer math, and native language arts (Chinese) courses. Another goal is to achieve a higher attendance rate and a lower dropout rate for project students than for the mainstream students at the participating schools. Furthermore, there is a commitment to developing adequate supplementary instructional materials for Chinese students in a variety of subject

areas, to increasing parental and community involvement (including the non-program faculty and staff at the schools), and to providing for staff training through university courses, in-service workshops, and departmental and faculty meetings.

The project is located at three high schools in Manhattan: Seward Park (520 students), Washington Irving (50), and Martin Luther King, Jr. (30). The project director is located at Seward Park and is in communication with the satellite sites by telephone and monthly department meetings as well as scheduled visits by her, the guidance counselor, and the resource specialist.

PROGRAM ORGANIZATION

The variation in size of the student population has a direct effect on the types of services available at each of the schools -- as projected in the original proposal. The satellite schools, Washington Irving and Martin L. King, Jr., are served daily by one paraprofessional or bilingual family assistant. A bilingual guidance counselor, two resource specialists, a curriculum specialist, five paraprofessionals, and one bilingual family counselor staff the central office at Seward Park.

Project CHAMP is under the administration of the principals of each school. In an interview with a member of the evaluation team the principal of Seward Park stated that he was not only firmly committed to the program but was constantly seeking means for improving it.

The project director, located at the central site, holds major responsibility for the administration and implementation of the program. She supervises the staff, reports to and discusses program implementation and existing problems with the principal, maintains contact with the assistant principals and chairpersons in charge of the various subject areas, coordinates the program at each school site, and plans programs for both staff development and parental involvement.

All but three of the Title VII staff members hold at least a bachelor's degree. All positions are filled by licensed or certified staff, all of whom have six or more years of relevant bilingual, English as a second language (E.S.L.) or foreign language experience. See Appendix A for characteristics of the staff serving the program students.

II. STUDENT CHARACTERISTICS

The project served a total of 600 Chinese students during the academic year: 520 students at Seward Park, 50 at Washington Irving, and 30 at Martin Luther King, Jr. Nearly all of the students in the program were newly arrived in the United States. Although the program was in its third year of operation, 42 percent of the students were new to the program in September (see Table 1). These data reflect Seward Park's role as a point of entry into the United States. They also reflect the large numbers of new immigrants who require services and who receive them, even though their numbers exceed the total proposed target population.

Students came mainly from the People's Republic of China and Hong Kong (see Table 2). Most of the students were Cantonese speakers (79 percent); another large group (17 percent) were Mandarin speakers (see Table 3). According to the project director 25 to 30 students had only four or five years of prior schooling. Seventy-three percent of the students were overage for their grade level (see Table 4).

TABLE 1

Time Spent in the Bilingual Program[a]

(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Total
<1 Academic Year	35	3	1	39
1 Academic Year	178	60	4	242
2 Academic Years	75	83	52	210
3 Academic Years	2	25	40	67
4 Academic Years[b]	0	6	8	14
TOTAL	290	177	105	572[c]

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program at the schools.

[c]Data were missing for 25 students from Seward Park and one student from Martin Luther King, Jr.

- Two hundred forty-two students (42 percent) were new to the program in September.
- Sixty-seven students (12 percent) had been in the program for three years; 39 students (7 percent) had received less than a year of treatment.

TABLE 2

Number and Percent of Project Students by Country of Birth

Country of Birth	Number	Percent
People's Republic of China	414	70
Hong Kong	105	18
Other Asian	63	11
Latin America	4	less than 1
Other European	1	less than 1
Total	587	100

- The majority of students (70 percent) were born in the People's Republic of China.
- Eighteen percent of the students were born in Hong Kong.
- Eleven percent of the students were born in various Asian countries.

TABLE 3

Number of Students by Language and School

Native Language	Number of Students			
	Seward Park	Washington Irving	Martin Luther King	Total
Chinese (Cantonese)	413	30	27	471
Chinese (Mandarin)	82	16	3	101
Other Chinese Language	6	1	0	7
Other Asian	5	1	0	6
Korean	0	2	0	2
Total	507	50	30	587[a]

[a]Language and country of birth data were missing for 13 students from Seward Park.

- The majority of program students (466 or 79 percent) were speakers of Cantonese.
- One hundred and one students (17 percent) spoke Mandarin.

TABLE 4

Number of Program Students by Age and Grade and Number and Percent Overage by School

Age	Grade 9	Grade 10	Grade 11	Total
14	13	1	0	14
15	43	18	1	62
16	72	41	15	128
17	75	38	25	138
18	47	36	38	121
19	31	30	17	78
20	12	17	12	41
21	4	1	0	5
22	0	0	1	1
TOTAL	297	182	109	588[a]
Overage Program Students				
Number	241	122	68	431
Percent	81	67	62	73
Seward Park High School				
Number	216	95	64	375
Percent	81	67	62	74
Washington Irving High School				
Number	7	20	6	33
Percent	70	61	83	67
Martin Luther King, Jr. High School				
Number	18	7	0	25
Percent	86	88	0	86

Note. Shaded boxes indicate expected age range for grade.

[a]Data were missing for ten students from Seward Park, one student from Martin Luther King, and one from Washington Irving.

- Seventy-three percent of the project students are overage for their grade.
- The highest percentage of overage students occurred at Martin Luther King (86 percent).

III. FINDINGS

The evaluation findings are presented by objectives and include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

ENGLISH AS A SECOND LANGUAGE

Objective 1. Seventy-five percent of the students will demonstrate English language proficiency as measured by administration of the Criterion Referenced English Syntax Test (CREST), in which students tested with Levels 1 and 2 will master an average of one curricular objective per month of treatment. It is expected that students tested with Level 3 will master an average of .75 objectives per month.

Objective 2. Seventy-five percent of the students participating in the Intensive Literacy Component will demonstrate growth in basic English literacy skills as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

Students in the program are offered four levels of E.S.L, five levels of remedial English communication, and a transitional course in writing improvement for one or two terms depending on need. E.S.L. Levels I and II students have three periods of English daily. Beyond Level II students receive two periods of English even after mainstreaming.

Students participated actively and strived to achieve the level of accuracy demanded by their teachers in the two E.S.L. classes observed at Seward Park. In one case, students were working on graded readings and answering appropriate comprehension questions. In the second, the teacher focused on helping students produce the "o" sound in a variety of words before proceeding to work on manipulating affirmative to negative statements.

Student Achievement in E.S.L.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while level 3 measures mastery of 15 skills.

The CREST was administered at the beginning of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings. Data were available for 87.2 percent of E.S.L. students in the fall and 95 percent in the spring.

Table 5 shows the percentage of students tested at Levels 1 and 2 who mastered one or more CREST objectives per month. Complete data (level, pretest, and posttest) were available for 256 students in the fall and 295 students in the spring.

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*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

Table 6 shows the CREST results for students tested at Level 3. Complete data (level, pretest, and posttest) were available for 126 students in the fall and 121 students in the spring.

Examination of Table 5 shows that the objective was achieved at both Levels 1 and 2 in the fall. The overall passing rate for Level 1 exceeded the 75 percent criterion, while that for Level 2 was slightly lower than the objective criterion of 75 percent. A *z*-test for the significance of a proportion was performed to assess whether this difference was statistically significant or not. The results show that the overall passing rate was not significantly lower. Thus, it may be concluded that the objective was also achieved for Level 2.

TABLE 5

Results of the Criterion Referenced English Syntax Test
(Levels 1 and 2)

Level	Fall Number of Students	Fall Percentage Gaining	Spring Number of Students	Spring Percentage Gaining	Overall Percentage Gaining	z-Test
1	105	78.6	170	71.6	75.7	.27[a]
2	151	77.7	125	64.0	73.5	-.58[a]
TOTAL	256	78.1	295	67.2	73.6	-.76

[a]Not statistically significant.

- Overall, the program objective of 75 percent of the student participants mastering one CREST objective per month of instruction was achieved at both Levels 1 and 2.
- Even though the overall percentage of students tested at Level 2 gaining one or more CREST objective per month was lower than the objective criterion, the z-test shows that the difference was not statistically significant.

Table 6 shows that program students tested at Level 3 mastered an average of one CREST objective per month in the fall and 0.5 CREST objectives per month in the spring, for an overall averge of .76 CREST objectives per month. Thus the program objective was met.

TABLE 6

Results of the Criterion Referenced English Syntax Test
For Students Tested at Level 3

	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
Fall	126	8.7	3.4	11.5	3.2	2.8	2.5	1.0
Spring	121	9.5	3.8	11.5	3.1	2.0	2.2	0.6
Year	--	--	--	--	--	--	--	0.76

*Posttest minus pretest.

- The objective of an average mastery of .75 CREST objective per month by program students tested at Level 3 was achieved.

Intensive Literacy Component

A reading course was offered at Seward Park. Twenty-eight students were enrolled in the fall and 31 in the spring. The passing rates were 68 percent in the fall and 92 percent in the spring, for an overall yearly rate of 80 percent passing the course. Thus, the objective was met.

NATIVE LANGUAGE ARTS

Objective 1. Seventy-five percent of the students will demonstrate growth in native language proficiency as measured by achieving a final grade of 65 percent or higher on teacher-made examinations.

Chinese is offered at six levels to reinforce and develop students' ability to use their native language as a tool for creative thought and communication. Courses include reading in Chinese, essay writing, literature, and topics in Chinese culture. The first two levels of Chinese comprise the native language arts portion of the intensive literacy component of the program. The evaluation team was able to visit only one class in Mandarin at Seward Park, where the teacher was providing an explication of texts on religion of China. Although there was relative little student interaction, the teacher was lively and his commentary provided the students with several opportunities for laughter.

At Washington Irving, the students were asked to copy a Chinese classical poem written on the blackboard. The teacher then chose three students to read it in Mandarin, Cantonese, and Shanghai dialects. It was not a new poem for the students, who were able to read it in Cantonese.

Native language arts classes in Chinese are not available at Martin Luther King, Jr.

Student Achievement in Native Language Arts

In accordance with the objective, passing rates were computed for students enrolled in native language arts courses in Chinese.

Table 7 presents students' passing rates in native language arts courses at Seward Park and Washington Irving High Schools. The project objective was met by students in both the fall and spring semesters.

TABLE 7

Passing Rates for Native Language Arts
(Seward Park and Washington Irving)

	Fall		Spring		
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Passing Rate
Native Language Arts	403	88	357	82	85

•The program objective was met and surpassed.

The evaluation team visited a wide range of classes at Seward Park. In an economics class, the non-bilingual teacher was assisted by a paraprofessional who wrote key words and phrases on the blackboard in Chinese as the teacher discussed public and private ownership in the U.S.S.R. and the United States. The observers also visited an exciting class in computer math training primary numbers and algorithms, and an excellent class in global history in which the review of a test was used as a technique to check for comprehensive in English. In a global history class, a bilingual teacher provided Chinese translation during a dis- cussion in English, whenever she thought the students might be having difficulty. Classes in intermediate math and pre-algebra, both taught by bilingual teachers, and a computer math class and another global history class were also observed.

At Washington Irving, a tax-levy bilingual teacher taught native language arts, biology, and history. In biology, she lectured to 12 Chinese students 50 percent of the time in English, 10 percent in Mandarin, and 40 percent in Cantonese. Little student participation was observed. Twenty Chinese students were in the history class observed, which was offered in English about 40 percent of the time. A question- and answer approach was

attempted but the students were unresponsive. These observed patterns of non-participation may reflect accepted mainland Chinese practice. If so, they represent a cultural difference which poses a challenge to the director and resource specialists.

At Martin Luther King, Jr., the global history class was taught to 24 Chinese students by a non-bilingual teacher with the assistance of the bilingual paraprofessional. The class contained students from all four levels of E.S.L. Unfortunately, the misture did not facilitate student progress. Most of the students could not read sufficiently to follow the text and boardwork, despite a very patient teacher. Since the parprofessional was unable to provide assistance for all of the studnts who needed help during class, she provided tutorial sessions after class as well.

Student Achievement in Content-Area Courses

Table 8 presents the passing rates for program students in mathematics, science, computer math, and global history courses each semester. A weighted average for the year was also computed.

Examination of Table 8 reveals that overall the program objectives were achieved. Passing rates in computer math and global history exceeded the objective criterion of 75 percent. The overall passing rates for

math and science courses, however, were slightly lower than the objective. A z-test for the significance of the proportion was performed to assess whether the proportions were significantly different from the criterion of 75. The z-values were low, thus the overall passing rates for math and science were not significantly lower. Thus, it may be concluded that the program objective was also achieved in these two areas.

TABLE 8

Passing Rates for Content-Area Courses

Course	Fall		Spring		Passing Rate
	Number of Students	Percnt Passing	Number of Students	Percent Passing	
Math	518	72.4	554	76.7	74.6
Computer Math	38	76.3	43	76.7	76.5
Science	498	67.7	476	78.8	73.1
Global History	213	75.1	223	84.3	79.8

[a]Not statistically significant.

- Overall, the program objective of 75 percent passing rate was achieved for all courses.
- Even though the passing rates for math and science courses were lower than the objective criterion, the z-test of a proportion shows that the difference was not statistically significant.

Intensive Literacy Component

The project director provided spring semester data on social studies and math only for 29 students enrolled in the intensive literacy course. The passing rate criterion of 75 percent was applied to the available data. The passing rates were 64.5 percent in social studies and 69 percent in mathematics. Thus, the program objective was not met.

ATTENDANCE

--Seventy-five percent of the students participating in Project CHAMP will maintain an attendance rate of above 90.

The overall attendance rate was 98 percent. Ninety-six percent of the program students maintained an attendance rate of above 90. Thus, the program objective was achieved.

CURRICULUM AND MATERIALS DEVELOPMENT

Objective 1: Staff members will have produced at least one unit of Chinese/English bilingual curriculum materials in each of the following subject areas: science, mathematics, global history, and computer science.

The Project CHAMP staff has been developing three original texts: "Revised Career Guide for Chinese Students," "Phonics for Chinese Students," and a handbook for Chinese parents. It has also adapted the "Revised Elementary Algebra" text, and the biology C and global history I supplementary texts. The texts for algebra, biology, and global history are parallel to those used with non-bilingual students, while the two handbooks and the "Phonics for Chinese Students" have no parallels in the mainstream. With the exception of a curriculum unit in computer science, the objective in this area was met.

SUPPORT SERVICES

As can be seen in Appendix B, the program offered a wide variety of support services to its students, including academic and personal counseling, career orientation, and college advisement. Family contact was maintained through home visits, letters, and telephone calls on an as-needed basis.

An outreach program was organized in the fall to help students who were potential dropouts. Staff members identified three groups of students: those from feeder schools who could speak English but could not read or write it; good students who needed help but did not know where to find it; and LEP students who wanted to leave school for a job or job training. Ten bilingual staff members were responsible for two students each. They were expected to check their attendance regularly, contact parents, and to be available when students needed help. The program was so successful that by February, all 20 students were no longer on probation, and 20 new students were selected for the program.

STAFF DEVELOPMENT

Objective 1: Staff members will have attended ten workshops and in-service training sessions that are related to the goals and objectives of the project.

Objective 2: Six members of the staff will have taken credits in bilingual education or related subject areas at a college or university.

Objective 3: All staff members (except paraprofessionals) will have attended local and out-of-town conferences dealing with bilingual education, E.S.L. methodology, curriculum development and other areas related to the education of Chinese LEP students.

Staff development was carried out in three major ways: at Seward Park, at outside workshops and conferences, and through coursework at local universities.

Centrally, individual workshops were offered on such topics as reading students' names: a crash course in Chinese romanization, understanding Chinatown, and the language and cultural background of Chinese students. Fifteen weekly classes in elementary level Mandarin Chinese were offered to all personnel at the three participating schools by the staff resource specialist.

Outside the school, one or more staff members attended such conferences sponsored by the National Association of Bilingual Education, Teachers of English to Speakers of Other Languages, New York State Association of Bilingual Educators, and workshops at the New York State Education Department, and at Hunter and Teachers Colleges on such topics as Microcomputing and the Bilingual Education Program Manager, writing in the second language, teaching approaches that work, implications of cross-cultural differences for career counseling, and new trends and strategies in bilingual special education. Five presentations were made by members of the project CHAMP staff at these various meeings.

Eight different staff members took courses in various aspects of bilingual education totalling 57 credits, at such institutions as New York University, Columbia University, Hunter College, John Jay College, Truro College, and the Borough of Manhattan Community College. Overall, the staff development objective was met.

PARENTAL INVOLVEMENT

Objective 1: At least 150 parents will have attended the project's fall and spring meetings.

Objective 2: Twenty percent of the parents of project participants will have attended the citywide Chinese Bilingual Parents Conference.

There were six meetings of the parents' committee to inform parents of program goals, objectives, activities, and planning. All were held at Seward Park and attendance ranged from 20 to 60 parents. The speakers ranged from principals, assistant principals, and the project director, to guidance counselors and community leaders.

E.S.L. classes were offered weekly by project staff members and were attended by 15 parents at various sessions. The Project CHAMP annual parents' meeting was attended by more than 200 parents.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The bilingual support staff and tax-levy faculty at Seward Park are providing a strong, well-rounded program for Chinese-speaking students. A review of the findings indicates that program objectives were met in E.S.L., native language reading, content-area courses (except for a small group of limited literacy students), and attendance. Overall, objectives in staff development, curriculum development, and parental involvement were also attained.

The program director's sense of commitment, knowledge about the field, enthusiasm for the program, concern for the students, and competence in administering a program of such size are a major reason for the program's success. It could serve as a model for the use of federal funding to support tax-levy efforts in providing quality instructional programs. At the same time, however, the project faces some pressing issues. For example, Seward Park is an overcrowded school (with enrollment at 170 percent of capacity), with high mobility rates and a continuing inflow of new LEP students needing services. The program makes every effort to serve them, although their numbers are substantial. This, plus some students' lack of academic skills at entry, pose continuing challenges to project staff. Especially problematic are those older students who enter the New York City public schools with limited educational backgrounds. These students face the double problem of acquiring both skills and academic credits for graduation before they become too old to be served by an academic high school program.

Because of the influx of students with special needs, the demands for qualified bilingual staff continue to exceed the supply. Although the principal has been willing to hire additional bilingual teachers, recruitment efforts have not been successful. Given the general shortage of licensed bilingual staff, this problem is likely to continue.

Finally, a pattern of limited student participation at Washington Irving High School was also noted, perhaps reflective of behavior appropriate to and expected in Chinese classrooms.

RECOMMENDATIONS

The following recommendations are offered as suggestions for improving services to LEP students at these sites under future programs.

1. The program is obviously putting its major efforts where students are concentrated (at Seward Park) and reasonably so; however, the program should explore ways of providing more services to the satellite schools. A single paraprofessional at each satellite site does not appear to be sufficient to provide the necessary services.

2. Program administrators should continue to seek additional funding in order to provide quality education for illiterate new arrivals, and for students approaching the age of 21, and to be able to serve an additional 500 other LEP students currently not participating in the program due to limitations set by federal funding.

3. Program staff should continue its efforts at Seward Park in developing commmunity ties, and in providing workshops for the monolingual personnel at the school, Chinese language instruction for interested

persons, and E.S.L. for parents. The program should also continue to develop content-area curriculum materials in Chinese.

4. Given the observed pattern of limited student participation in classes at Washington Irving High School, the project administration and teaching staff might devote a meeting or workshop with teachers at this school to help devise methods for understanding and addressing this cultural difference.

V. APPENDICES

APPENDIX A

Staff Characteristics

SCHOOL	Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience: Education	Years Relevant Experience: Bilingual/E.S.L./ Foreign Language
Seward Park H.S.	Tax Levy/Director	100%	B.A. Elementary Ed. M.A. Ed. Admin.	Y	13 years	10 years
Seward Park H.S.	Title VII Curriculue Resource/Specialist	60/40	B.A.	Y	15 years	3 years
Seward Park H.S.	Resource Specialist	100%	B.A. Oriental Studies M.A. Chin. Teaching	Y	13 years	13 years
Seward Park H.S.	Resource Specialist Grade Advisor	60/40	B.A. Lang/Literature M.A. Music	Y	6 years	6 years
Seward Park H.S.	Guidance Counselor	100%	Ph. D. Education	Y	7 years	7 years
Seward Park H.S.	Educational Associate	100%	B.S. Biology	N/A	31 years	7 years
Seward Park H.S.	Educational Associate	100%	B.A. Education	N/A	40 years	10 years
Seward Park H.S.	Educational Associate	100%		N/A	3 years	3 years
Seward Park H.S.	Educational Assistant	100%	B.A. Business	N/A	3 1/2 yrs.	3 1/2 yrs.
Seward Park H.S.	Educational Assistant	100%		N/A	1 year	1 year
Martin Luther King,Jr.	Educational Assistant	100%	B.A.	N/A	2 years	2 years
Washington Irving H.S.	Family Worker	100%	M.A. Asian Studies M.B. Bil. Ed.	Y	8 years	8 years
Seward Park H.S.	Family Assistant	100%		N/A	6 mons.	6 mons.

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NAME OF SCHOOL	Seward Park High School	Washington Irving H.S.	Martin Luther King, Jr.					
Instructional Component	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff
English as a Second Language	15	6						
Reading (English)	2							
Native Language	4	1						
Bilingual Math	8	2						
Bilingual Science	8	1						
Bilingual Social Studies	7	1						
Other:								
Non-Instructional Component	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff	# Staff
Administration	10							
Supportive Services	3	1						
Curriculum Development								
Staff Development								
Parent/Community Involvement								

Plus

1 School Aide
2 Family Worker
5 Ed Para in Seward

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APPENDIX C

Support Services

TYPE OF SERVICE	SITE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	FUNDING SOURCE
COUNSELING . ACADEMIC	Seward Park H.S. (main building)	minimum 2x year formally, daily as needed	bilingual/English	
. PERSONAL	"	daily as needed	"	
. CAREER ORIENTATION	"	10x year	"	
. COLLEGE ADVISEMENT	"	2x year, daily as needed	"	
. INDIVIDUAL	"	daily as needed	"	
. GROUP	"	weekly	"	
REFERRALS . IN-SCHOOL	"	daily as needed	Eng/Chinese	
. OUT-OF-SCHOOL	"	daily as needed	English	
CAREER/VOCATIONAL . PLACEMENTS	"	daily as needed	Eng/Chinese	
. TRAINING	"	"	"	
. LABORATORIES	"	"	"	
. CAREER INFUSION	"	"	"	
. ADVISEMENT	"	weekly	"	
TUTORING	"	daily as needed	Chinese/English	

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TYPE OF SERVICE	SITE	FREQUENCY* OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	FUNDING SOURCE
FAMILY CONTACTS				
. HOME VISITS	Seward Park H.S. (main building)	when needed	Chinese	
. TELEPHONE	"	[illegible]	Chinese	
. MAIL	"	as needed	Chinese/English	
. PROGRAM ACTIVITIES	"	approx. 10x yr.	Chinese/English	
. SCHOOL ACTIVITIES	"	approx. 10x yr.	Chinese/English	
PARENT INVOLVEMENT				
. CLASSES				
. WORKSHOPS				
.ADVISORY COMMITTEE				
OTHER: (Specify)				

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